

ASD Academic Plan

Health: 6th Grade

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| Grade Level: 6th Grade | Course Description: This course offers a sequentially developed health curriculum focusing on age appropriate knowledge and skills necessary to maintain and improve over-all health and well-being. Overall Goals: <ul style="list-style-type: none"> To facilitate understanding of fundamental health concepts and disease prevention To build respect for and promote the health and well-being of one's self and others through appreciation of positive personal and community health values and good communication skills To promote acceptance of personal responsibility for health enhancing behaviors and reduction of health risks through the use of critical thinking skills To provide for the informed use of health related information, products, and services To build resiliency into the process of growth and development |
| Length: Year | |
| Prerequisites: None | |
| Repeatable for additional credits: N/A | |

Year At a Glance

| QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
|---|---|---|---|
| <p style="text-align: center;">Getting Started</p> <p>Class Rules and Responsibilities Health and SEL Getting to Know You Working Together</p> <p style="text-align: center;">Keep This Body Safe</p> <p>Keep This Body Safe Gang Pressure Getting Help Sexual Harassment and Abuse</p> <p style="text-align: center;">Personal Safety</p> <p>Refusal Skills Assertive Responses Define Sexual Harassment and Abuse Analyzing situations</p> | <p style="text-align: center;">Cells</p> <p>Cells in your Body How Cells Grow, Reproduce and Work Together You and your Genes Sick cells</p> <p style="text-align: center;">Eat Smart, Look Great!</p> <p>Dietary Guidelines and the Life Cycle Consumer Skills and Meal Planning Eating Disorders Food Handling</p> <p style="text-align: center;">Allergies and Asthma</p> <p>About Allergies and Asthma Feeling Good about You Risks To Your Health and Safety First Aid for Allergies and Asthma</p> | <p style="text-align: center;">The Reproductive System</p> <p>Growing up Physically From Fertilization to Birth Emotional Maturity Relationships</p> <p style="text-align: center;">HIV/AIDS:</p> <p style="text-align: center;">What You Need to Know Now</p> <p>Transmission The Immune System Prevention Helping Hands in the Community .</p> | <p style="text-align: center;">Addictions</p> <p>What is Addiction? The Pressures Around Us Getting Help Feeling Good About Me</p> <p style="text-align: center;">The Sports Report</p> <p>Exercise and Physical Fitness Injuries and Exercise Steroids Sports- Rules, Plans and Safety</p> |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

Quarter 1

Enduring Understanding – Individuals have the right to be safe and keeping safe is largely a part of assessing situations and predicting consequences.

Essential Questions

- How do I refuse to participate in an unsafe activity?
- What is sexual abuse and harassment?
- What are the safety procedures for injury prevention?
- What is a gang?
- Who can I go to for help?

| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|---|--|--|---|--|---|
| Getting Started Class Rules and Responsibilities Expectations, rules, grading Health and SEL What's it all about? Critical Thinking Skills Getting to Know You Your name and thoughts Working Together Small and large group activities | Decisions Compare Contrast Predict Consequences Conclusion Respect Social Emotional Expectation Cooperation | HL: B.1, B.2 NHES: 5.8.5; 5.8.6; 5.8.7; 6.8.2 SEL: 4A, 2C, 3B CCSS: SL.6.1.b; W.6.a.c | Observation Anecdotal Record Rubric of Effort and Participation Pre/Post Test | The Great Body Shop Teacher's Edition Critical Thinking Charts SEL materials | Getting Started Unit – 1-2 weeks |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|--|---|--|--|---|---|
| <p><u>Keep This Body Safe</u></p> <p>Keep This Body Safe Safety hazards and injuries</p> <p>Gang Pressure Gang awareness and alternatives</p> | <p>High risk Illusion Empowered Belonging Value Competence Emotion Gang</p> | <p>HL: A.2, A.3, A.4, D.1</p> <p>NHES: 1.8.5; 1.8.6; 1.8.7; 1.8.8; 1.8.9; 2.8.9; 5.8.4; 5.8.5; 7.8.1; 7.8.2; 7.8.3</p> <p>SEL: 1B, 1D</p> <p>CCSS: RI.6.4; SL.6.1.b; SL.6.1.c; 6.RP.3.C</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> | <p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> | <p>Safety Unit – Week 1</p> |
| <p>Getting Help Communication of needs</p> <p>Sexual Harassment and Abuse Personal Safety Issues</p> | <p>High risk Illusion Gang Empowered Belonging Value Competence Emotion</p> | <p>HL: A.4, B.2, B.4, B.6, C.5, D.3</p> <p>NHES: 1.8.1; 1.8.5; 1.8.6; 1.8.7; 1.8.8; 1.8.9; 3.8.2; 3.8.4; 3.8.5; 4.8.1; 4.8.3; 4.8.4; 5.8.4; 5.8.5; 6.8.4; 7.8.1; 7.8.2; 8.8.2</p> <p>SEL: 1A, 1C, 2A, 4A, 4C</p> <p>CCSS: RI.6.4; SL.6.1.b; SL.6.1.c; 6.RP.3.c</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p> | <p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> | <p>Safety Unit – Week 2</p> |
| <p><u>Personal Safety</u></p> <p>Refusal Skills and Assertive Responses</p> <p>Define sexual harassment and abuse</p> <p>Analyzing situations to determine child safety skills</p> <p>Unit 4, Lesson 4- Reinforcement Activity 24 "Safe Touch Speaker" p. 52 and Activity 25 "Say it Again" p.52</p> | <p>Predict Consequences Conclusion Hazards Community helper Sexual abuse Harassment</p> | <p>HL: A.4, B.2, C.5, D.3</p> <p>NHES: 1.5.3; 1.5.4; 3.5.2; 4.5.4; 4.5.2</p> <p>SEL: 1C, 1D, 4A</p> <p>CCSS: SL.6.1.c; SL.6.1.b</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> | <p>The Great Body Shop Teacher's Edition</p> <p><u>Yes, You Can Say No</u> - video</p> <p><u>When Should You Tell? Dealing with Abuse</u>– video</p> <p>STAR – guest speaker (optional)</p> | <p>Personal Safety – <i>May be incorporated into the existing Safety Unit. Mandatory by Oc.t 15.</i></p> |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

Quarter 2

Enduring Understanding – Each of us are unique, complements of our genes, within our cells. There are many types of cells in the body that work together to form tissues, organs and systems. Proper nutrition keeps our cells reproducing and our bodies healthy.

Essential Questions

- What are the parts of a cell and their related functions?
- How do the lungs work and how do allergens and asthma affect them?
- What are the dietary guidelines and how does MyPlate help us follow them?

| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|--|---|---|--|---|--|
| <p><u>Cells</u></p> <p>Cells in Your Body The needs and functions of cells</p> <p>How Cells Grow, Reproduce and Work Together Cells, tissues, organs, systems</p> | <p>Red blood cells Cardiac cells Skeletal muscle cells Smooth muscle cells Skin cells Membrane Cytoplasm Mitochondria Endoplasmic reticulum Nucleus Ribosomes Tissue Organ System Cancer AIDS</p> | <p>HL: A.1, A.2</p> <p>NHES: 1.8.7 7.8.3</p> <p>SEL: 1B</p> <p>CCSS: RI.6.4; RI.6.9; SL.6.1.b; SL.6.1.c</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> | <p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> | <p>Body Systems Unit – Week 1</p> <p><i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i></p> |
| <p>You and Your Genes Function, uniqueness, and health risk</p> <p>Sick cells Abnormally behaving cells, damaged cells, and risky behaviors</p> | <p>DNA Chromosomes Genes Mitosis Inherited Muscular dystrophy</p> | <p>HL: B.1, C.3, C.4, C.5</p> <p>NHES: 1.8.1; 1.8.4; 1.8.7; 1.8.8; 1.8.9; 2.8.1; 2.8.9; 4.8.3; 5.8.4; 5.8.5; 7.8.2</p> <p>SEL: 1B, 3C</p> <p>CCSS: SL.6.1.b; SL.6.1.c; RI.6.4; RI.6.9</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p> | <p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> | <p>Body Systems Unit – Week 2</p> |

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| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|--|--|---|--|--|--|
| <u>Eat Smart, Look Great!</u> Dietary Guidelines and the Life Cycle Positive effects of a healthful diet Consumer Skills and Meal Planning Responsible meal planning and shopping | Nutritious Dietary Guidelines Calories Fats Carbohydrates Sodium Potassium Vitamins Protein Minerals Diet Hypertension Dietary fat | HL: A.2, A.3, A.5, A.8, B.2, B.4, B.5, B.6 NHES: 1.8.1; 1.8.6; 1.8.7; 2.8.1; 2.8.2; 2.8.7; 2.8.8; 3.8.1; 3.8.3; 3.8.5; 5.8.1; 5.8.2; 5.8.4; 5.8.5; 6.8.3; 6.8.4; 7.8.1; 7.8.2; 8.8.2; 8.8.2; 8.8.4 SEL: 1D, 2C CCSS: RI.6.4; RI.6.9; SL.6.1.c; SL.6.1.b; 6.RP.3.c; W.6.8 | Observation Anecdotal Record Rubric of Effort and Participation | The Great Body Shop Teacher's Edition Student Issue | Nutrition Unit – Week 1 |
| Eating Disorders Setting realistic goals Food Handling Steps for proper food handling | Osteoporosis Anorexia nervosa Bulimia Compulsive Storage Salmonella Serving Preparation | HL: A.3, B.2, D.3, D.6 NHES: 1.8.1; 1.8.8; 1.8.9; 2.8.1; 2.8.4; 2.8.10; 3.8.2; 3.8.4; 3.8.5; 4.8.4; 5.8.1; 5.8.3; 5.8.4; 5.8.5; 6.8.1; 6.8.2; 7.8.1; 7.8.2; 8.8.1; 8.8.2 SEL: 1C, 2A, 2D CCSS: RI.6.4; RI.6.9; SL.6.1.c; SL.6.1.b; W.6.8; 6.RP.3.c; 6.G.2 | Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz | The Great Body Shop Teacher's Edition Student Issue | Nutrition Unit – Week 2 |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|---|---|---|--|---|--|
| <p><u>Allergies and Asthma</u></p> <p>About Allergies and Asthma How they affect the body</p> <p>Feeling Good about You Understanding needs and medical issues</p> | <p>Allergy</p> <p>Communicable</p> <p>Hereditary</p> <p>Dander</p> <p>Antibodies</p> <p>igE antibodies</p> <p>Histamine</p> <p>Dust mites</p> <p>Allergies</p> <p>Allergens</p> <p>Antihistamines</p> | <p>HL: A.3</p> <p>NHES: 1.8.1; 1.8.6; 1.8.7; 3.8.2; 4.8.4; 5.8.2; 5.8.3; 5.8.4; 5.8.6; 5.8.7; 6.8.1; 6.8.2; 6.8.3; 6.8.4; 7.8.1; 7.8.2; 7.8.3</p> <p>SEL: 1B, 1D, 2A, 2C, 3A</p> <p>CCSS: RI.6.4; SL.6.1.c; SL.6.1.b</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> | <p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> | <p>Healthy Habits/Heart and Lungs Unit – Week 1</p> <p><i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i></p> |
| <p>Allergies and Asthma Risks To Your Health and Safety Health values and priorities</p> <p>First Aid for Allergies and Asthma Responsible behaviors and first aid skills</p> | <p>Asthma</p> <p>Bronchioles</p> <p>Bronchi</p> <p>Alveoli</p> <p>Capillary</p> <p>Episode</p> <p>Respiration</p> <p>Epinephrine</p> | <p>HL: A.2, B.5</p> <p>NHES: 1.8.1; 1.8.5; 1.8.6; 1.8.7; 1.8.8; 1.8.9; 2.8.8; 2.8.9; 3.8.4; 4.8.2; 4.8.4; 5.8.1; 5.8.2; 5.8.5; 5.8.6; 5.8.7; 6.8.4; 7.8.1; 7.8.2; 7.8.3; 8.8.1</p> <p>SEL: 4A</p> <p>CCSS: RI.6.4; SL.6.1.c; SL.6.1.b</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p> | <p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> | <p>Healthy Habits/Heart and Lungs Unit – Week 2</p> <p><i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i></p> |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

Quarter 3

Enduring Understanding – During puberty a body change in many ways to become that of an adult, with the ability to reproduce. The creation of life is an amazing process and one that should be met with emotional maturity and great responsibility.

Essential Questions

- What physical changes happen during puberty?
- What are the stages of growth from fertilization to birth?
- What kinds of risky behavior put me at risk for HIV and AIDS

| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|--|---|---|--|--|--|
| <u>The Reproductive System</u> Growing up Physically Physical changes during puberty From Fertilization to Birth Stages of growth | Ova Sperm Reproductive system Embryo Puberty Endocrine glands Hormones Fallopian tubes Ovary Uterus Cervix Vagina Menstrual period Erection Scrotum Testicles Vas deferens Penis | HL: A.1, A.3, A.7, A.8 NHES: 1.8.1; 1.8.2; 1.8.7; 1.8.8; 1.8.9; 5.8.1; 5.8.5; 6.8.4; 7.8.2; 7.8.3 SEL: 3A, 1B CCSS: RI.6.4; RI.6.9; SL.6.1.c; SL.6.1.b | Observation Anecdotal Record Rubric of Effort and Participation | The Great Body Shop Teacher's Edition Student Issue "The New Improved Me"-Video "The Biology of Human Development" or "Miracle of Life" -CD | Human Growth and Development Unit – Week 1 |
| Emotional Maturity Refusal skills, risk, and age appropriate behavior Relationships Mutual respect and communication | Sexual intercourse Ejaculation Pregnant Conception Umbilical cord Placenta Fetus Contractions Labor Abstinence Consequences Maturity Commitment Harassment | HL: A.7, B.1, B.6, C.2, C.3, C.4, C.5, D.1 NHES: 1.8.1; 1.8.2; 1.8.7; 1.8.8; 2.8.1; 2.8.4; 2.8.8; 2.8.9; 2.8.10; 4.8.1; 4.8.2; 4.8.3; 5.8.2; 5.8.3; 5.8.4; 5.8.6; 5.8.7; 6.8.2; 6.8.4; 7.8.1; 7.8.2; 7.8.3; 8.8.2 SEL: 1D, 2B, 2C, 2D, 4A, 4B CCSS: RI.6.4; SL.6.1.c; SL.6.1.b; 6.RP.3.b | Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz | The Great Body Shop Teacher's Edition Student Issue "The New Improved Me"-Video "The Biology of Human Development" or "Miracle of Life" -CD | Human Growth and Development Unit – Week 2 |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|--|---|---|--|--|---|
| <u>HIV/AIDS: What You Need to Know Now</u> Transmission Modes of transmission of a virus The Immune System How HIV destroys the immune system | Microorganism Bacteria Virus HIV Blood transfusions Immune system Antibodies Helper T-cells White blood cells AIDS | HL: A.1, A.3 NHES: 1.8.1; 1.8.7; 1.8.8; 2.8.9; 5.8.4; 6.8.2; 7.8.1; 7.8.2; 7.8.3 SEL: 1D CCSS: RI.6.4; SL.6.1.c; SL.6.1.b; 6.RP.3.c | Observation Anecdotal Record Rubric of Effort and Participation | The Great Body Shop Teacher's Edition Student Issue "The Immune System: Doing it's Part" | Diseases Unit – Week 1 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i> |
| Prevention How to protect yourself Helping Hands in the Community Who to turn to for help | Abstinence Peer Pressure Compassion | HL: A.2, A.5, B.1, B.4 NHES: 1.8.1; 1.8.6; 1.8.8; 1.8.9; 2.8.4; 3.8.2; 3.8.4; 4.8.3; 4.8.4; 5.8.1; 5.8.3; 5.8.4; 6.8.1; 6.8.2; 7.8.1; 7.8.2; 7.8.3; 8.8.3 SEL: 1C, 1D, 2D, 3B CCSS: RI.6.4; SL.6.1.c; SL.6.1.b; 6.RP.3.c | Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz | The Great Body Shop Teacher's Edition Student Issue | Diseases Unit – Week 2 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i> |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

Quarter 4

Enduring Understanding – Understanding drugs and how the effects of addiction reach beyond the individual. Exercise benefits the body when executed safely and properly to avoid injuries.

Essential Questions

- What is addiction?
- What effects do drugs have on the body?
- What are the benefits of exercise and how can I participate safely?

| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|---|--|--|--|---|--|
| <p>Addictions</p> <p>What is Addiction? Physical and psychological addiction</p> <p>The Pressures Around Us External and internal pressures and ways of coping</p> | <p>Physical Addiction Psychological addiction Depressant Stimulant Hallucinogen Binge Tumor Emphysema Inhalants Hepatitis Tumor Withdraw</p> | <p>HL: A.2, A.3, B.1, B.2, C.5</p> <p>NHES: 1.8.1; 1.8.2; 1.8.7; 1.8.8; 1.8.9; 2.8.3; 2.8.7; 2.8.8; 2.8.9; 5.8.1; 5.8.4; 5.8.5; 7.8.1; 7.8.2; 7.8.3; 8.8.2</p> <p>SEL: 1A, 2A</p> <p>CCSS: RI.6.4; RI.6.9; SL.6.1.c; SL.6.1.b; 6.RP.3.c</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> | <p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> | <p>Just Say No to Drugs Unit – Week 1</p> |
| <p>Getting Help School and community resources</p> <p>Feeling Good About Me Self-esteem and self-respect</p> | <p>Self-esteem Identity Belonging Competence Assets Values Maturity Competence Belonging Identity</p> | <p>HL: A.6, C.3, C.4, C.5</p> <p>NHES: 1.8.1; 1.8.2; 1.8.6; 1.8.7; 1.8.8; 1.8.4; 2.8.4; 2.8.9; 2.8.10; 3.8.2; 3.8.3; 3.8.4; 3.8.5; 4.8.4; 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.6; 5.8.7; 6.8.1; 7.8.2; 7.8.3; 8.8.2</p> <p>SEL: 1B, 1C, 2C</p> <p>CCSS: RI.6.4; SL.6.1.c;</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p> | <p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> | <p>Just Say No to Drugs Unit – Week 2</p> |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

| Essential Concepts <i>The most important learning that maps to the Standards.</i> | Essential Vocabulary <i>Words that directly link to the learning outcome.</i> | SL.6.1.b; 6.RP.3.c; RI.6.9 Standards <i>Standard Reference #</i> | Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i> | Instructional Resources <i>Materials for teachers.</i> | Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i> |
|--|---|--|--|---|--|
| <u>The Sports Report</u> Exercise and Physical Fitness The benefits of exercise Injuries and Exercise Causes of common injuries | Osteoporosis Hypertension Diabetes Endurance Flexibility Strength Cardiovascular Body fat percent RICE Sprain Muscle pull Torn ligament Muscle cramps Fracture Dislocation Heat stroke | HL: A.1, A.2, A.3, A.6 NHES: 1.8.1; 1.8.2; 1.8.7; 1.8.8; 1.8.9; 5.8.2; 5.8.4; 6.8.1; 6.8.2; 7.8.1; 7.8.2; 7.8.3; 8.8.2 SEL: 1D, 2C, 2D CCSS: SL.6.1.c; RI.6.4; SL.6.1.b; 6.RP.3.c | Observation Anecdotal Record Rubric of Effort and Participation | The Great Body Shop Teacher's Edition Student Issue The | Physical Fitness Unit – Week 1 |
| Steroids Effects and refusal skills Sports- Rules, Plans and Safety Safety gear, diet, and exercise | Concussion Swimmer's ear Asthma Anabolic Steroids Heat Exhaustion Compression | HL: A.2, B.2 NHES: 1.8.1; 1.8.9; 2.8.9; 3.8.3; 4.8.3; 6.8.3; 7.8.2; 7.8.3; 8.8.1; 8.8.2 SEL: 1D, 2C CCSS: RI.6.4; SL.6.1.c; SL.6.1.b; W.6.8; 6.RP.3.c | Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz Pre/Post Quiz | The Great Body Shop Teacher's Edition Student Issue | Physical Fitness Unit – Week 2 |

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 6th Grade

Key Vocabulary

| Quarter 1 | |
|------------------|---|
| Word | Definition |
| Belonging | To be accepted as part of a group; fit in |
| Community Helper | A person in who provides a service that directly impacts the lives of those who live in the community |
| Compare | To note the similarity and difference between something |
| Competence | The state of being qualified or capable; the ability to do something successfully or efficiently |
| Conclusion | A result or outcome; a decision reached by reasoning |
| Consequence | The result or effect of an action |
| Contrast | Being strikingly different |
| Cooperation | Willingness to work together |
| Decision | Conclusion reached after careful consideration of alternatives |
| Emotion | A natural state of mind deriving from one's circumstances, mood, or relationships with others |
| Empowered | Becoming stronger and more self-confident |
| Expectation | A belief that someone will or should achieve something or behave a certain way |
| Gang | An organized group of criminals |
| Harassment | Behavior that threatens, attacks or offends another person repeatedly |
| Hazard | A danger or risk |
| High Risk | Excessive exposure to danger |
| Illusion | A false idea or belief |
| Predict | Estimate that something will happen in the future |
| Respect | To show consideration or appreciation |
| Sexual Abuse | Any sort of non-consensual sexual contact |
| Social Emotional | The process through which we learn to recognize and manage emotions, care about others and make good decisions |
| Values | Principals considered most important or a standard of behavior; to regard as important |
| Quarter 2 | |
| Word | Definition |
| AIDS | An acronym for “acquired immune deficiency syndrome,” a disease of the body’s immune system, transferred through body fluids, which attacks white blood cells |
| Allergens | A substance that causes an allergic reaction |
| Allergy | A medical condition that causes a person to become sick after eating, touching, or breathing in a substance that is ordinarily harmless |
| Alveoli | Tiny air sacs within the lungs through which oxygen and carbon dioxide are exchanged |
| Anorexia Nervosa | An emotional disorder, or eating disorder, characterized by an obsessive desire to lose weight by refusing to eat |
| Antibodies | Proteins in the blood that neutralize or destroy particular toxic substances and provide immunity against them; produced by white blood cells |
| Antihistamines | A medication that the physical effects of histamine, used especially in the treatment of allergies |
| Asthma | A respiratory condition that causes the tissue of the bronchiole tubes to swell, constricting the airway and making it harder to breath |
| Body System | A group of organs that have similar structures or work together to perform a specific function |
| Bronchi | The two main branches into which the windpipe divides and which leads into a lung |
| Bronchioles | Tiny branches inside the lungs leading from the bronchiole tubes which carry air to the alveoli |
| Bulimia | An eating disorder in which large quantities of food are consumed followed by feelings of guilt and self-induced vomiting |
| Calorie | A unit of energy; used to measure the amount of energy a food will produce if eaten |

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| Cancer | A disease in which the cells in a certain part of the body reproduce uncontrollably and abnormally |
| Capillary | A tiny, thin blood vessel that connects the end of an artery to the beginning of a vein |
| Carbohydrates | A group of nutrients that can be broken down to release energy in the body; including sugars and starch |
| Cardiac Cells | Special muscle cells that form cardiac muscles, or the muscles of the heart |
| Chromosomes | Threadlike structures, or strands, that are found in the nucleus of a cell and that carry genetic information in the form of genes; most cells contain 46 chromosomes |
| Communicable | Able to be passed from one person to another; contagious or infectious |
| Compulsive | Having an irresistible urge |
| Cytoplasm | The gel like fluid inside the cell membrane and surrounding the nucleus |
| Dander | Flaky scales of skin, feathers or fur that may cause an allergic reaction |
| Diet | Any food or drink regularly consumed by a person |
| Dietary Fat | Fats that are present in food |
| Dietary Guidelines | A series of regularly updated dietary recommendations from the Nutrition Committee of the American Heart Association intended to improve cardiovascular health |
| DNA | An acronym for “deoxyribonucleic acid,” a self-replicating material present in nearly all living organisms as the main constituent of chromosomes and the carrier of genetic information |
| Dust Mites | Microscopic bugs that live in household dust and may cause an allergic reaction |
| Endoplasmic Reticulum | Channels through which materials are transported within a cell |
| Epinephrine | A drug used to stimulate the heart, also used in the treatment of asthma and, in large doses, can be a temporary treatment for a severe allergic reaction |
| Episode | An asthma attack or allergic reaction |
| Fat | A nutrient that helps the body absorb other nutrients; very little is needed to maintain good health |
| Gene | A section of a chromosome that determines a particular hereditary characteristic; such as eye color or height |
| Hereditary | Traits that can be genetically transmitted from parents to offspring |
| Histamine | A substance, produced by the body during an allergic reaction, that causes many of the symptoms experience; runny nose, itchy eyes, etc. |
| Hypertension | High blood pressure |
| igE Antibodies | Antibodies produced by the immune system during an allergic reaction that cause the production of histamine |
| Inherited | Received a quality, characteristic, or predisposition through genetic transmission from one's parents or ancestors |
| Membrane | The thin layer of molecules that serves as the outer layer of a cell |
| Minerals | Nutrients that help the body heal and function properly |
| Mitochondria | An organelle found in living cells that processes nutrients and oxygen to give the cells energy |
| Mitosis | A process of cellular division which results in the growth of tissue |
| Muscular Dystrophy | A hereditary condition marked by progressive weakening and wasting of the muscles |
| Nucleus | The control center of a cell |
| Nutritious | Food that is nutrient loaded |
| Organ | A specialized structure in the body that has a specific function |
| Osteoporosis | A medical condition in which the bones become brittle and fragile from loss of tissue, typically as a result of hormonal changes or deficiency of calcium or vitamin D; occurring most often in post-menopausal women |
| Potassium | An essential mineral that helps regulate heart function, blood pressure and nerve and muscle activity |
| Preparation | The action or process of making things or oneself ready |
| Protein | The nutrient that helps the body grow and repair itself |
| Red Blood Cell | A disk-shaped cell that carries oxygen and carbon dioxide to and from the body's tissues |
| Respiration | The action of breathing |
| Ribosome | Bodies in cytoplasm of a cell that make special proteins |
| Salmonella | A bacteria that is transmitted primarily through contaminated poultry and eggs and causes food poisoning when eaten |
| Serving | One portion of food or drink |

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| Skeletal Muscle Cells | Cells that form tissue with the capability of contracting to produce bodily movement; cells that form skeletal muscle tissue |
| Skin Cells | A cell in the basal layer of the epidermis that produces melanin; cells that form tissues which layer together to form skin |
| Smooth Muscle Cells | Cells that form muscle fibers that contract without conscious control; cells that make up involuntary muscle tissue of the internal organs |
| Sodium | A mineral, also known as salt, that allows transmission of nerve impulses, although very little is needed to maintain health |
| Storage | The action of storing something for future use |
| Tissue | A group of like cells form specific organs or parts of the body |
| Vitamins | Nutrients that help the body heal and function properly |
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Quarter 3

| Word | Definition |
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| Abstinence | The voluntary choice to refrain from sexual intercourse |
| AIDS | An acronym for “acquired immune deficiency syndrome,” a disease of the body’s immune system, transferred through body fluids, which attacks white blood cells |
| Antibodies | Proteins in the blood that neutralize or destroy particular toxic substances or germs and provide immunity against them; produced by white blood cells |
| Bacteria | A microscopic organism of various shapes; in some cases causing disease |
| Blood Transfusions | The process of transferring the blood from one person into the body of another person |
| Cervix | The narrow passage forming the lower end of the uterus |
| Commitment | Dedication to someone or something |
| Conception | The fertilization of an egg by a sperm; the beginning of a pregnancy |
| Consequence | A result or effect of an action or condition |
| Contraction | The tightening of the uterine muscles before and during childbirth or labor |
| Ejaculation | The action of expelling semen from the penis |
| Embryo | The fertilized egg in the first trimester, from fertilization to the beginning of the third month of pregnancy; an unborn baby in the process of early development |
| Endocrine Glands | Glands of the endocrine system that secrete hormones into the blood |
| Erection | The stiffening or hardening of the penis when it fills with blood, typically during sexual excitement |
| Fallopian Tubes | Tubes through which egg cells pass from the ovaries to the uterus |
| Fertilization | The joining of an egg cell and a sperm cell |
| Fetus | An embryo that has been growing for more than three months |
| Harassment | Behavior that threatens, attacks or offends another person repeatedly |
| Helper T-Cells | White blood cells that act as "scouts" signaling other white blood cells into actions upon the detection of a foreign substance in the body |
| HIV | Abbreviation for “human immunodeficiency virus,” a virus that causes AIDS by infecting and destroying T cells in the immune system |
| Hormones | Chemical produced in the body that control and regulate certain body functions and the activity of certain cells or organs |
| Immune System | The parts of the body that work together to protect against and detect the presence of germs and other disease-causing microorganisms; includes white blood cells and antibodies |
| Labor | The process of childbirth; the period from the start of contractions to the delivery of a baby |
| Maturity | To be fully developed either mentally or physically; to have the characteristics of an adult |
| Menstrual Period | The monthly discharge of blood lining of the uterus when the egg cell is not fertilized |
| Microorganism | Tiny things that can only be seen with a microscope; bacterium, virus or fungi |
| Ova | A woman's reproductive cell or egg cell |
| Ovary | The female reproductive organs that releases eggs and hormones that regulate development and fertility |
| Peer Pressure | Influence from one’s peer group to act in a certain way |
| Penis | The male reproductive organ |
| Placenta | A mass inside the uterus of a pregnant woman that supplies nutrients and oxygen to fetus |
| Pregnant | Having a fertile egg in the uterus |

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| Puberty | The time during which the body develops and matures; the period in which the reproductive organs mature and become capable of reproduction |
| Reproductive System | The organs and glands in the body that aid in the process of reproduction |
| Scrotum | The sac of skin that holds the testicles |
| Sperm | A male reproductive cell |
| Testicles | The male reproductive organs that produce sperm and hormones that regulate development and fertility |
| Umbilical Cord | A tough, flexible cord of blood vessels that connects the navel of a fetus to the placenta of its mother and that supplies nourishment to, and removes wastes from, the fetus |
| Uterus | The organ in a woman's body where a fertile egg would grow into baby; also know as the womb |
| Vagina | The passage in a woman's body that leads from the uterus to the outside of the body; the female reproductive organ |
| Vas Deferens | The ducts that carry sperm from the testicles to the urethra |
| Virus | A microscopic organism that reproduce only in living cells and is disease producing |
| White Blood Cells | A colorless cell that circulates in the blood and helps protect the body from foreign substances, infections and disease |

Quarter 4

| Word | Definition |
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| Adrenal Glands | Glands of the endocrine system located above the kidneys that release adrenaline and other hormones |
| Adrenaline | A hormone secreted by the adrenal glands, especially in conditions of stress, increasing heart rate are breathing and preparing muscles for exertion |
| Anabolic Steroids | A synthetic hormone, sometimes used illegally by athletes to increase muscle size or strength, that promotes the growth of muscle and can cause many health problems when abused |
| Anxiety | A feeling of worry, nervousness or unease |
| Assets | A positive influences, quality or person |
| Asthma | A respiratory condition that causes the tissue of the bronchiole tubes to swell, constricting the airway and making it harder to breath |
| Belonging | To be accepted as part of a group; fit in |
| Binge | To drink or eat large amounts in a short period of time |
| Body Fat Percentage | A number that describes what percentage of a body is fat mass compared to lean muscle mass; total weight of fat divided by total weight |
| Cardiovascular | Relating to the heart and blood vessels |
| Cirrhosis | An irreversible, painful and fatal liver disease which blocks the circulation of blood; often caused by alcoholism |
| Competence | The state of being qualified or capable; the ability to do something successfully or efficiently |
| Concussion | Temporary unconsciousness caused by a hard bump to the head |
| Coping Strategies | A strategy to help manage a stressful event |
| Depressant | A drugs that slow down body functions and mental activity |
| Depression | A mental state, or feeling, of severe unhappiness or dejection |
| Diabetes | A metabolic disease in which the body's inability to produce any or enough insulin causes elevated blood-sugar levels |
| Diarrhea | A condition in which feces are discharged from the bowels frequently and in a liquid form |
| Digestive Juices | Liquids produced by the body that soften and break down food and aid in the process of digestion; such as secretions by the salivary glands, stomach, liver and pancreas |
| Dislocation | A bone that has been knocked out of its proper place or joint |
| Emphysema | A disease in which air sacs of the lungs are damaged, causing breathlessness; often caused by smoking cigarettes |
| Endurance | The amount of time a person is able to exercise |
| Environment | The surrounding in which a person lives, plays or works in; includes the air, water and soil |
| Fight or Flight Response | A rush of adrenaline which allows a person to think and act quickly in response to perceived danger |
| Flexibility | The ability to stretch and bend easily |
| Fracture | To crack or break a bone |
| Gastritis | Inflammation of the lining of the stomach which causes burning or aching |
| Hallucinogen | A drugs that induces a false or distorted sense of reality; causes hallucinations |

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| Heat Exhaustion | Dizziness, weakness and nausea caused by dehydration in hot temps or overheating |
| Hepatitis | A disease characterized by inflammation of the liver |
| Hypertension | High blood pressure |
| Identity | Who a person is; the qualities that characterize a person or make them different from others |
| Inhalants | A volatile substance that produces chemical vapors which can be inhaled to induce a psychoactive, or mind-altering, effect or high; includes solvents, aerosols, gases and nitrites |
| Maturity | To be fully developed either mentally or physically; to have the characteristics of an adult |
| Muscle Cramps | A sudden tightness and inability to move a muscle |
| Muscle Pull | Tiny tears or rips in the muscle fiber as a result of overstretching |
| Osteoporosis | A medical condition in which the bones become brittle and fragile from loss of tissue, typically as a result of hormonal changes or deficiency of calcium or vitamin D; occurring most often in post-menopausal women |
| Physical Addiction | An addiction that causes the body chemistry to change due to prolonged exposure to a specific drug; and, where negative symptoms of withdrawal result from abrupt discontinuation of that drug |
| Psychological Addiction | A form of dependence that involves negative emotional or motivational withdrawal symptoms upon the discontinuation of a drug use or behaviors |
| RICE | An acronym for “rest, ice, compression and elevation,” a treatment for minor muscle injuries |
| Self-Esteem | Confidence in one’s own worth or ability; self-respect |
| Sprain | Over-stretching of ligaments causing swelling and internal bleeding or bruising |
| Stimulant | A drug that speeds up body functions and mental activity |
| Stomach Ulcer | An inflamed open sore inside the stomach that forms when excess acid burns through the stomach lining |
| Strength | The quality or state of being strong; bodily or muscular power |
| Stressor | Something that causes stress, tension or pressure |
| Swimmer’s Ear | An ear infection causing inflammation of the canal and characterized by itching, redness, swelling, pain, and discharge; typically occurs when water trapped in the outer ear during swimming becomes infected by bacterium |
| Tension | Mental or emotional strain; the state of being stretched or tight |
| Torn Ligament | Over stretching and tearing of the rubbery fibers that hold bones to bones |
| Tumor | An abnormal lump of diseased tissue and cells |
| Values | Principals considered most important or a standard of behavior; to regard as important |
| Withdraw | To remove or take away |